R E P O R T R E S U M E S

ED 014 681 AC 001 702

SARAH LAWRENCE COLLEGE CENTER FOR CONTINUING EDUCATION AND COMMUNITY STUDIES. WORK IN PROGRESS REPORT III, DECEMBER, 1964--SEPTEMBER 1966.

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PUB DATE SEP 66

EDRS PRICE MF-$0.25 HC-$1.52 36P.

DESCRIPTORS- *WOMENS EDUCATION, PART TIME STUDENTS, *DEGREES (TITLES), MASTERS DEGREES, UNDERGRADUATE STUDY, GRADUATE STUDY, PARTICIPANT CHARACTERISTICS, INDEPENDENT STUDY, GUIDANCE COUNSELING, LIBERAL ARTS, STATISTICAL DATA, ENROLLMENT, DROPOUTS, SOCIAL WORK, TEACHING, LIBRARY SCIENCE, COMMUNITY STUDY, SARAH LAWRENCE COLLEGE, NEW YORK UNIVERSITY, PRATT INSTITUTE,

GRANTS FROM THE CARNEGIE CORPORATION HAVE ENABLED SARAH LAWRENCE COLLEGE CENTER FOR CONTINUING EDUCATION AND COMMUNITY STUDIES TO ESTABLISH A FLEXIBLE PROGRAM FOR WOMEN WHO WISH TO STUDY PART TIME TOWARD UNDERGRADUATE AND GRADUATE DEGREES AFTER BEING OUT OF SCHOOL FOR SEVERAL YEARS. PARTICIPANTS ARE CHOSEN BY INTERVIEW AFTER COMPLETING AN APPLICATION FORM AND PRESENTING TRANSCRIPTS. NO TESTS ARE USED. THROUGH COUNSELING, WOMEN ARE HELPED TO SELECT THE PROGRAM BEST SUITED TO THEIR GOALS, AT SARAH LAWRENCE OR ELSEWHERE. THE CENTER'S UNDERGRADUATE COURSES CARRY FIVE HOURS CREDIT, MEET ONCE A WEEK, AND REQUIRE 15 HOURS OF OUTSIDE WORK. EACH STUDENT HAS A BIWEEKLY TUTORIAL CONFERENCE. AFTER FOUR SEMESTER COURSES STUDENTS MAY BE ACCEPTED IN THE GENERAL COLLEGE PROGRAM. GRADUATE PROGRAMS ARE OFFERED AT SARAH LAWRENCE IN LIBERAL ARTS AND COLLEGE LEVEL TEACHING. IN COOPERATION WITH NEW YORK UNIVERSITY, THE CENTER HAS ESTABLISHED PART TIME MASTER'S PROGRAMS IN ELEMENTARY EDUCATION AND IN SOCIAL WORK, AND WITH PRATT INSTITUTE, IN LIBRARY SCIENCE. IN INDEPENDENT CONFERENCE STUDY AND THE INSTITUTE FOR COMMUNITY STUDIES, WOMEN CAN STUDY COMMUNITY PROBLEMS WHILE PROVIDING SUCH COMMUNITY SERVICES AS TUTORIAL PROGRAMS FOR UNDERACHIEVING CHILDREN. (DOCUMENT INCLUDES SEVEN CHARTS.) (AJ)

ED014681

SARAH LAWRENCE COLLEGE

CENTER FOR CONTINUING EDUCATION AND COMMUNITY STUDIES

WORK IN PROGRESS REPORT III

December, 1964--September, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Bert James Loewenberg
Director

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THIRD INTERIM REPORT

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The opening years of this decade mark a stage in the history of women's education perhaps as significant in its implications as the founding of women's colleges during the last century. That the life-rhythm of women differs sharply from that of men is now more generally understood. Consequently, ways of educating women can no longer be regarded as fixed in terms of traditional masculine forms. It has become a normal expectation for college women who married and left their education incomplete - whether undergraduate or graduate - to want to resume. The numbers of such women make it difficult to view such desires as peculiar or unique. We are moving away from the notion that women of whatever age must conform to existing patterns in education. There is a growing recognition that new ways of guidance, timing and pacing are necessary if women, whose careers have been interrupted by motherhood, are to build lives of their own and find creative roles in our civilization. New designs for women's education at all levels are among the crucial issues of our time. The Center for Continuing Education is primarily concerned with the second period of women's education - the period following child-rearing - as one of the imperatives of modern society. And it is not unlikely that the experiences derived from educating mature women seeking a second chance may have a pertinent bearing on the reform of women's education in general.

There have been two Work in Progress Reports covering the activities of the Center for Continuing Education and Community Studies. The first

was devoted to the initial year of its operation, 1962-1963; the second from October, 1963 to September, 1964. Both were written by Esther Raushenbush who founded the Center and remained its Director until she became President of Sarah Lawrence College in July, 1965. What follows is the third Work in Progress Report which spans the period from December, 1964 to September, 1966.

FINANCIAL SUPPORT

A grant from the Carnegie Corporation enabled Sarah Lawrence College to establish the Center experiment in 1962. At the same time an anonymous gift from an alumna provided the Center with its present quarters. Two years later the Carnegie Corporation made a second grant to the College for the purpose of maintaining the Center and exploring the possibilities of developing graduate professional programs for the mature women of Westchester in cooperation with other colleges and universities. Three such programs have been developed.

In 1966, a third grant was awarded by the Carnegie Corporation. This grant was made jointly to New York University, Pratt Institute and Sarah Lawrence College in order to support the cooperative graduate programs and to strengthen them. Funds were also provided to assist students in these programs by means of scholarships and loans. The scholarship and loan fund is administered by Sarah Lawrence College through the Center for Continuing Education and Community Studies.

The Center continues to be vitally engaged in the educational process. We continue to find intelligence, interest and energy in the students and enthusiasm in the teachers. The latter frequently begin somewhat skeptically because they have had no experience teaching students so much older than conventional undergraduates; they end by discovering highly stimulating qualities in the older undergraduates.

The staff of the Center also finds itself unfailingly involved in what is going on and captivated by the opportunity of working in an unfolding and lively enterprise. We continue pledged to the idea that education for mature women demands the same criteria of relevance, and the same high quality that are central to the education of students at any age.

THE POPULATION SERVED BY THE CENTER

We have chosen to serve women with at least a year of college education whose undergraduate studies were broken off before completion and who now desire to continue toward the Bachelor's degree. We are as much interested in women who have completed their undergraduate education and who, after an interval of years, wish to undertake graduate study. Since its inception the Center has responded to more than 5,000 inquiries and the staff of the Counselling Service has interviewed and offered educational guidance to over half this number.*

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* Appendix: Chart I - Interview and Counselling Service

The women the Center was created to serve represent a particular and well-defined group who have existed only in the past generation in numbers large enough to make themselves heard. The process of helping them to educate themselves is now viewed as an undertaking with its own purposes and its own dimensions rather than as a deviation from normal educational processes. Practically all of them are married; practically all of them have a full share of family responsibilities. None of them can study full time. All of them intend to earn undergraduate or graduate degrees. All of them must study within easy commuting distance of their homes. Those studying for professions expect to follow such careers in the community where they live and where they, their husbands and their children have roots.

About half of the women who came for consultation at the Center were college graduates, about half had not finished their undergraduate education. Many of the latter had some more or less clear idea about work they would like to prepare to do later on, some wanted the "satisfaction" of finishing their college education. Most of those who had completed undergraduate study had a professional goal in mind, wanted additional skills or insights in order to do more effective volunteer work or wanted to find out if they could qualify for professional work. By the third year of the existence of the Counselling Service, about half of the women who came during the first two years were engaged in some kind of study.

THE FIRST STEP: COUNSELLING

Counselling at the Center involves a review of the individual's undergraduate history, on the basis of the application form, transcripts, letters of recommendation, discussion of intervening activities and present interests. All available possibilities are explored. Often women who come expecting to apply for one of the Sarah Lawrence programs at the Center are advised to undertake a quite different one elsewhere. An effort is made to assess individual motivation and readiness for study. And the interview itself is an instrument by which a woman can review her expectations, consider her strengths and assess the hazards.

A carefully devised application form is the basis for interviews, but no standardized testing of any sort has yet been used. Our very small number of academic failures - 2 of 108 in the undergraduate program* of the Center - suggests that a searching interview serves for us as a valid basis for admission or referral.

Although we do not specifically engage in vocational counselling, we find that the great majority of our candidates for graduate programs seek a professional commitment to a service-occupation in the general field of human relations. In the same manner, most of our students in the undergraduate program plan to continue in graduate study bringing to bear a rich, practical background for professional community work.

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*Appendix: Chart IV - Distribution of Drop-outs

There has been a remarkable growth in understanding among the women in the community that undertaking study after a long absence, and deciding what to study, is a time-consuming experience. We are now often consulted by women who are quite clear that they are not yet ready to begin study again but want to discuss wide-ranging possibilities and allow time to do some practical exploring before they return to consider a particular plan. Sometimes consultation reveals that the inclination to study is not really very firmly motivated or that expectations are unrealistic. More often consultation leads to advice as to where appropriate opportunities for study may be found. The interview frequently results in an apprenticeship year in some community organization. An apprenticeship permits women to discover for themselves whether this type of career is actually suited to their capacities and temperament.

THE EDUCATIONAL PROGRAM

The Undergraduate Curriculum

Over 100 women have entered the undergraduate program at the Center as candidates for the A.B. degree.* All are women who are resuming an interrupted undergraduate education and who have been out of college for at least five years. Most have been out of college between ten and twenty years.

Different courses are offered at the Center each semester. The courses are Sarah Lawrence courses, taught by its faculty, offering the same college credit as those offered for the younger undergraduates and acceptable toward the Sarah Lawrence degree.

Each course offered at the Center is designed to yield five credits toward the degree and the ordinary expectation is one course per semester for the first year. The requirements of one such course - approximately fifteen hours of work a week - are substantial enough to involve the student seriously. If she cannot give this much time for study toward a degree, she is probably not ready to return to her education. Most give much more than the required time. This permits concentration and provides an opportunity for accomplishment which strengthens motivation for further study and for a gradual acceleration at her own rate of growth.

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* Appendix: Chart II - Students in the Undergraduate Program

The Director serves as advisor to Center students until they are accepted for matriculation and study in the general college program. He has access to all the original interview material, conducts periodic conferences and helps plan the direction of student work. An intimate knowledge of the individuals making up the student body together with judgments about the capacities and drives of each new entrant allow the Director to shape the changing curriculum of the Center.

A pattern of experimentation has already emerged. The general areas of study and special segments of them are clearly those of the liberal arts. But the interrelationships among the so-called disciplines, and emphases within them, require particular cultivation and particular stress.

Women in middle life, for example, who wish to teach children of any age require some introduction to evolutionary biology, particularly genetics, but they need not begin in traditional ways. Others who seek a familiarity with psychology find they can enter into its problems more readily and more rewardingly by beginning with the development of the child or the emotional factors involved in adolescent learning. And women, doubtful of their capacities because they feel too "rusty" to begin anew, often experience a sense of accomplishment working in the plastic arts. The sculpture studio is frequently a preface to discovery; the discovery of seeing, of coordination, of mastery.

Classes are normally restricted to fifteen students, meeting for one long session of an hour and a half a week. Each student has a tutorial

conference every other week for half an hour in each of her classes. Tutorial conferences are expected to serve as aids for re-establishing study habits, for organizing information and for the writing of essays. Finally, they result in substantial individual study projects and establish the basis for a continuing interchange between student and teacher. After four semester courses at the Center, students may apply for matriculation and upon acceptance become candidates for the Sarah Lawrence degree. They may take courses, either at the College or in the Center.[1] Due to high motivation, skilled interviewing and thoughtful scheduling, Center students have done well and have more than justified the time and energy devoted to the total work of the Center.*

At the end of the present academic year, June, 1967 thirty women who began at the Center will have completed their undergraduate work and will receive the A.B. degree from Sarah Lawrence College. Seventeen graduated as of June, 1966; in June, 1967, thirteen additional students will do so.**

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1 No more than 40 credits are permitted in Center courses

* Appendix: Chart VI - Faculty Evaluation of Student Work

** Appendix: Chart V B - Distribution of Graduates

GRADUATE PROGRAMS

The Sarah Lawrence College Graduate Studies Program

Sarah Lawrence College offers a Master's degree in the liberal arts. A graduate program can be arranged when faculty are available in the field in which the candidate wishes to study. Programs have been designed in the past in English literature, philosophy, history, sociology and community studies, psychology, American studies, dance, music, theatre arts and child development.

A Faculty Committee on Graduate Studies acts on all applications, supervises the program of each graduate student and recommends the granting of the degree. An interview precedes filing an application and the Center serves the Program by making its Counselling Service available for this purpose.

In the last decade many of the most interesting applications came from mature women who had decided to continue their education at the graduate level. Many of these after commencing at the Center had completed their first degrees at Sarah Lawrence and the Committee on Graduate Studies has been increasingly aware of this group. The Program is now a part-time one, although it is still possible to take the degree in a year. A forty-hour credit program, normally taking two years to complete,

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* Appendix: Chart III - Distribution of Center Students in Graduate Programs

largely serves women in their middle years. There are rarely more than fifteen students in the Graduate Program at any one time.

Another part of the Graduate Program, made possible by a grant from the Esso Education Foundation, is directed toward the preparation of college teachers in junior, community and small four-year colleges. A three-year sequence leading to the M.A. degree, the first year is fully devoted to academic work; the second to a continuation of study and observation in a college appropriate to the teaching goals of the student; the third to a paid part-time teaching post in a similar college. This new, experimental program planned for five students to be admitted each year, seeks to discover new ways to help students prepare themselves for college teaching in a special area while stressing the relationships of the subject matter as well as the subject itself. Of the first group of students, four completed their education at Sarah Lawrence through the Center for Continuing Education; the other received her degree from her original college after study at the Center.

The program was actually begun during the year 1965-1966 when a recent M.A. was appointed as the first - and only - Intern in History under the direction of a member of the History Faculty. She has since become a part-time member of the History staff in a neighboring four-year college and is a Teaching Fellow in the Graduate Program for the Preparation of College Teachers.

The success of our graduates after finishing their advanced work seems predictable on the basis of present performance. Those who wish to pursue further graduate or professional work proceed to do so. One serves as the administrative assistant of the Institute for Community Studies of the Center. A second, who took her M.A. in Folklore and Myth, has published her Master's Essay with a leading New York publisher. A number are teaching in the public schools of the community and in independent schools elsewhere. Others are teaching in Westchester colleges and in the metropolitan area.

The New York University-Sarah Lawrence College Graduate Program in Early Childhood and Elementary Education *

From the beginning many women who consulted the Center were genuinely interested in teaching and wished to qualify as elementary school teachers. Accordingly, Sarah Lawrence arranged with New York University, School of Education, to establish a program to meet these needs. Existing programs required full-time study and a long commutation together with inconvenient scheduling. The New York University-Sarah Lawrence College program was patterned on the recognition that wives and mothers returning to study require a different type of educational structure.

The Center takes responsibility for a number of stages in the processing of candidates. Applicants are interviewed and screened, the transcript material assembled and application forms are issued from Bronxville. As a result of the interview, candidates are recommended to New York University. New York University is responsible for final admission and for placing of students in teaching situations. The University awards the Master's degree in Education. Most of the total program is centered in Westchester with certain special courses required on the N.Y.U. campus during the last two years. Large blocks of time are provided for study and practice teaching at appropriate hours in Westchester County schools.

While time and location are vitally important to our returning students, the experimental character of the education program is even

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* Appendix: Chart V. A. - Distribution of Graduates

more significant. The plan of work at the Center is especially suited to these particular students. They are mostly long-time residents of the community, many of them with distinguished records in community service. Many have been actively involved in the schools because of their school-going children and are aware, as younger students are not, of the critical issues of adjustment among home, school and child. Materials of study in the Center seminars and observations in public school classrooms tend to make these issues sharper, more intimate and more precise.

Members of the University teaching faculty who work with these students have been sensitive to their backgrounds and their special qualities. They have been imaginative in giving them the kinds of opportunities in local schools which accelerate their growth and deepen their awareness. A good deal of the practice teaching has been done in integrated schools situated in a segregated area.

The seventeen students in each yearly class work together as a unit. Actually, the seminar breaks up into smaller units in varying numbers dictated by the purposes of discussion and the nature of the interchange. Experience in the public schools are traded, analyzed and evaluated in multiple terms, a process employed for field trips, special learning areas and other study purposes. The atmosphere thus created is exactly the kind which graduate and professional departments of universities frequently seek to create but do not always achieve.

The New York University-Sarah Lawrence Graduate Program in Social Work

The Social Work Program in Westchester grew out of a meeting held in the County in 1964. It was attended by the psychiatrist in charge of a Westchester hospital, its chief social worker, the Dean of the New York School of Social Work and the Director of the Center. A decision was made to conduct a survey to determine both the need for professionally trained social workers and the possibilities existing in the County for supplying them. The survey made it clear that the need was critical and that an encouraging number of mature women, already college trained, were anxious to make a contribution as trained social workers. But it was no less apparent that only by creating a plan appropriate to their responsibilities as wives, mothers and homemakers could the two be merged.

A program based on a fundamental variation of the usual design was developed and the first class was admitted in 1964. Instead of the conventional two-year graduate sequence, a four-year, part-time program was established. Classes are held in a New York University building located in White Plains staffed by members of the School of Social Work. The University grants the degree of Master of Social Work at the completion of the course. The Center provides the facilities of its Counselling Service through which candidates are recommended for admission to the program.

A Professional Advisory Council, composed of executives and administrators of fifteen county health and welfare agencies, actively

collaborates with New York University and Sarah Lawrence College in supporting the program. The Council took an initial part in the original survey and continues to recommend candidates for consideration. Among the functions performed by the Council, none is more valuable than the development of suitable field work placements. In consequence, placements have been secured for all Social Work students in private and public agencies throughout the County.

A second class entered the program in September, 1966, and a third will begin in 1968. Under the provisions of the Carnegie Foundation grant, a careful research project to measure the progress and skills developed in the Westchester program was projected. The mature women will be matched at the Washington Square classes by as nearly comparable as possible women students in the conventional two year course so that the two programs can be accurately compared and contrasted. This study is now under way with the first class.

The Pratt Institute-Sarah Lawrence Graduate Program in Library Science

In the fall of 1964, the Center, with the aid of the Joseph Fels Foundation, undertook a survey to determine the need for school, public and institutional librarians in the County and the prosects of developing programs for college trained women seeking part-time professional training in this field. Over 450 librarians and many administrators, school superintendents and principals were reached by questionnaire. The Center and its investigators were aided by the Westchester Library Association which not only contributed encouragement, but its members made their knowledge of local situations and their professional skills readily available.

The survey documented the assumption that the dearth of trained professionals was alarming. Also established was the availability of a population of women with baccalaurate degrees who, under favorable conditions, might be expected to fill the gap. The Center entered into an agreement with the Graduate Library School of Pratt Institute to develop a program in this area in order to serve the community and to fulfill its obligations to this resident group. The program was begun in September, 1965. Courses, designed and staffed by Pratt which ultimately confers the degree of Master of Library Science, are now being offered. The Center aids in recruiting candidates through its Counselling Service and presents them to Pratt for final professional approval. The program begins at the Center. After the twelve hours

have been completed, the remaining twenty-four hours of credit are taken on the Brooklyn campus of Pratt Institute. There are twenty-seven students now engaged in graduate library study. Twelve are continuing in the second year of the course and fifteen new students entered in September, 1966.

The Westchester Library Association continues to support and encourage the Center in furthering shared objectives. They joined to organize a series of lectures sponsored by the Joseph Fels Foundation designed to aid the larger community in understanding the function of libraries and librarians and to broaden the scope of the graduate program in Westchester.

The series, planned with expert professional care, revolved around four central issues of the topic: Books, Man and Society:

The Role of Librarians:

Professor Dorothy Broderick, The Librarian in Today's Society

Dr. Jerrold Orne, Social and Community Needs: A Critique

Dr. Harold Wooster, Books and Libraries in the Scientific Age

Dr. Ralph R. Shaw, The Librarian's Role in a Democratic Culture.

Miss Broderick is Professor of Library Science at Western Reserve University, Dr. Orne directs the Library of the University of North Carolina, and Dr. Shaw is Dean of Library Activities at the University of Hawaii. Dr. Wooster is the Director of Information Sciences, Department of the Air Force.

The Present Enrollment in the Center

There were thirty-seven students registered in the undergraduate program at the Center in September 1966. Of these, eleven were matriculated, fifteen were non-matriculated and one a special student completing her work for the degree to be awarded by her original college. Eleven students, exactly the number of those already matriculated and registered in Center courses, were admitted.

Forty-seven students are registered in four undergraduate courses. One student is carrying a full program of three courses, four two courses, and the remainder are taking a single course. Three of the younger undergraduates are regular members of a Center course.

Three students who had been on leave have returned to their studies. Three are currently on leave. One student has moved to New Jersey and requires time to adjust her family to a new environment. Another has a child who needs more of her guidance at this point. The third is on sick leave.

Independent Study

Two students are engaged in special studies in conferences courses; one in mathematics; the other in psychology. During the summer, individual conference work was arranged for twelve students: eight in art, four in psychology and one in the history of ideas.

Every conference project growing out of a course - tutorial is an independent study project, but independent conference study is in a category by itself. The arrangement implies a readiness on the part of the student to engage in research on her own. Once the plan is structured by the student and the teacher, the former is left to her own resources, usually without scheduled meetings with her faculty, who is available when needed. Women in both the undergraduate and graduate programs have demonstrated an aptitude for such work and have been encouraged by their teachers to undertake it either as part of a regular course or as a special summer project.

The character of such independent studies reveal the close partnership between student and faculty in the educational process. One student, after completing a sociology course, undertook a study analyzing a school-community controversy. She read and clipped publicity concerning it; read all the material evoked by both sides which conditioned the crisis; interviewed leading figures of all parties; attended about twenty meetings, taking notes and subsequently appraising them. This

involved analysis of the dynamics of conflict; the relationships of school administrators to the community and the attitude of the community toward them; the determinants of perception and the assessment of role. The teacher who supervised this student remarked in his report: "It is a rare and excellent opportunity to have a student search for and find the connections between an event occurring in her community and theoretical ideas developed in a preceding course."

Another student did a special independent study project on "Public Health and the Community" during a summer. She did some exploratory work and tested out a questionnaire as well as other procedures which were later incorporated in a larger study in which her faculty supervisor was himself engaged. She had many preliminary conferences in order to work out methods and later to discuss and evaluate her experience. She modified instruments as the study progressed.

Field interviews were conducted with health officials throughout Westchester. Two kinds of reports were prepared -- one a series of substantial reviews of the literature on community power structures and health decision-making processes; the second a seventy-page study describing the organization, public and private, and its efforts to promote and protect the health of its citizens. Her teacher wrote: "It is the work of a serious and mature students. The research design was carefully and assiduously carried through. The discussion is based on considerable background reading in psycho-social material and in the theory of projection."

Center Courses*

Four courses are now being offered. A course in Religious Concepts in Literature is planned to serve the continuing needs of students in both religion and literature. Previously, courses in comparative religion were presented with success, but this is the first time religion approached through literature has been part of the curriculum. The initial response has been gratifying. The students find the approach original and stimulating.

The enthusiastic response to a sculpture course last year resulted in a second offering in art. Visual Arts provides a stimulating addition to the curriculum and is centered in the Lynd House studio which was originally built for the first sculpture course. Visual appreciation of forms, space and structure and drawing from still life, model and landscape is the central emphasis. The drawing seeks to provide, in the teacher's words, a "background for an experimental unconventional approach to plastic material."

Biology of Social Evolutions is a Center innovation. The first course in the zoological sciences, it is among the few courses ever offered in science at the College without a laboratory experience. It was specifically planned for the women of the Center. The novel features are best expressed by the instructor. Students are engaged in studying

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* Appendix: Chart VII - Distribution of Students in Center Courses

The program operates on a three-year sequence. At present there are fourteen in the first group, seventeen in the second group and fifteen in the third.

The New York University-Sarah Lawrence College Social Work Program provides a four-year sequence leading to the Master of Social Work degree and was begun in 1964. Fifty-eight are registered in the two sections of the program. There are thirty members of the entering class and twenty-eight members of the advanced group. No entering group is scheduled for 1967-68, but we are already interviewing candidates for 1968-69.

The Institute for Community Studies

Sarah Lawrence College has always found its Westchester County location significant in terms of its educational purposes. Early in the history of the College, courses in the community became a part of the curriculum. Examples of direct community action and involvement are numerous: field work throughout the County has been an integral part of the courses and individual research of many Sarah Lawrence graduates; undergraduates have helped staff local agencies and have played a vital, volunteer role; the Nursery School and work in early childhood education have strengthened ties between the College and the County by providing preschool education for nearby residents and by using Westchester classrooms for student apprentice teaching.

With the creation of the Center, the role of Sarah Lawrence in its own community has broadened and deepened. The population of the Center consists of Westchester women returning to home and neighborhood with attitudes and skills vital to both. Our records make it clear that the college population represented by these mature women is an unusually stable one.- they study, live and go on to work in the same place from which they came.

By 1965 it had become apparent that some of the adjacent towns wished to avail themselves of the educational leadership and Westchester background which the College uniquely combined, and requests began to come in for professional assistance in solving community problems. And so

the Center progressed in a familiar yet extended direction by establishing the Institute for Community Studies to help provide the assistance these localities required. The Institute has opened up additional opportunities for students both graduate and undergraduate for study and research in community studies particularly in the areas of policy making, planning and teaching. It has, in fact, become a research center where students may begin to pursue sociologically important study. Above all the Institute has responded to the needs of neighboring localities in a variety of community service activities including workshops and seminars.

The first major undertaking was the Mount Vernon Urban Seminar, sponsored by the National Council of Churches as a bi-weekly discussion group consisting of fifty community leaders who seek to deal with the issues of a community in crisis. Described by the National Council of Churches as the "most significant community-oriented seminar,"(1) it is divided into small groups concerned with Youth Needs, Anti-Poverty Program, Education, Integration and one on the formulation of a Master Plan for Change. Sarah Lawrence students, graduate and undergraduate, serve as research aids to each subcommittee.

A Mount Vernon Survey of Community Tensions stems from the Seminar which is supported by the Mount Vernon Commission on Human Rights. The Community Tensions Seminar is now engaged in an analysis of a survey of approximately 200 citizen responses to integration. When completed,

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(1) Schuller, David S., Concepts for Action (New York: Council of Churches, 1966) p. 20

these findings together with others will be used by the Commission in formulating a human relations program.

Another long-range program, operating under a three-year grant from the United States Office of Education (Health, Education, and Welfare), is devoted to a study of "Decision-Making in Integration: The Public Schools of New York City." The purpose of this study, involving Sarah Lawrence graduate and undergraduate students, is to explore parent, community and school administration participation in integration policies. To separate such research problems by boundary lines between suburban and metropolitan communities is no longer possible. The issue of integration in New York City is a case study basic to Mount Vernon, New Rochelle, White Plains and Yonkers.

The Mount Vernon Tutorial Program is a recent program begun in the fall of 1965. It was developed as a one-to-one tutorial for thirty-eight 9th grade, underachieving children, established and sponsored by the Mount Vernon Community Action Group. The Tutorial program operated four days a week both at the 9th grade High School Annex in Mount Vernon and on the Sarah Lawrence campus after public school hours. In addition to tutoring twice a week for one hour sessions, the children participated in additional projects in art, theatre, music and dance on the Sarah Lawrence campus. Tutors were drawn from the Sarah Lawrence student body and were supervised by their dons and a special supervisor in charge of

this part of the activity. It furnished a learning experience for all students: 9th graders and Sarah Lawrence undergraduates, graduate students and faculty.

Upon completion of this undertaking, and supported by an OEO grant, Sarah Lawrence instituted an Upward Bound Program (part of a nationwide project) for fifty-two adolescents selected from the schools in Mount Vernon, Yonkers and New Rochelle. This is also a tutoring project partly staffed by Sarah Lawrence undergraduates. During the summer of 1966, Sarah Lawrence College sponsored a seven-week residence program. The youngsters resided on campus and participated in a total educational program especially geared to meet their needs. A follow-up study, designed to last a year, is already operating. Students, teachers and supervisory personnel, as well as members of the Community Studies staff are involved. We have planned a three-year commitment to these young students, which, it is hoped, will culminate either in a college education or some other form of continuing study for each of them, part of the goal of all Upward Bound programs.

Conclusion

The experience of the Center has justified its initial purposes. The performances of mature women returning to undergraduate and professional study has confirmed our faith in their undiminished intellectual vigor. Institutions of higher education have a responsibility to facilitate and encourage these mature women in their determination to return to study, not only for individual self-realization but for the enrichment of society.

The Center has created a structure in which such women can function without feeling that they are neglecting their present primary obligations as wives and mothers. The academic program - experimental in content, stress and direction - is based on their needs which differ dramatically from those of the young unmarried undergraduate. Yet the program remains as exacting in its forms and as rigorous in its standards as the program of the younger students.

STATISTICAL DATA 1962 - September, 1966

CHART I INTERVIEW AND COUNSELING SERVICE

Telephone inquiries and brochure mailings	5,000
Personal interviews - first round	2,596
Personal interviews - second round	200

CHART II STUDENTS WHO HAVE COMPLETED OR ARE COMPLETING UNDERGRADUATE WORK IN THE CENTER PROGRAM

Total number of students	108
Total number graduated with SLC-B.A.	12
Total number graduated with other B.A.	5
Total number additional B.A.'s - June, 1967	13
Actual percent of B.A.'s to Center undergraduates	27%

CHART III

DISTRIBUTION OF CENTER STUDENTS IN PROGRAMS OF GRADUATE STUDY

Total number in NYU Early Childhood Elementary Education 1963 to present	61
Total number in NYU Social Work Program 1964 to present	60
Total number in Pratt Library Science 1966 to present	27
Total number in SLC Graduate Program	4
Total number in Graduate Programs	152

CHART IV

DISTRIBUTION OF DROP-OUTS

On Leave: 3 pregnant 1 illness in family 2 ill 6 children in difficulty	12
Withdrew: Moved from area	4
Transferred	1
Academic Failure	2

CHART V DISTRIBUTION OF GRADUATES

A. S.L.C.-N.Y.U.-EDUCATION CLASS OF 1966

Total number in class	14
Total number granted the M.A.	9
Total number teaching	8
Total number continuing study	3
*Total number not teaching or studying	1
Unaccounted for	1

* New baby

B. S.L.C.-B.A. PROGRAM

Total number graduated	17
Total number working - Paid	2
Total number working - Volunteer	6
Total number continuing study	4
Total number not working or studying	3
Unaccounted for	2

CHART VI

STUDENT PROGRESS AS REPRESENTED BY TEACHER EVALUATION: SUMMARY OF ALL COURSES TAKEN AT CENTER *

	Excellent	Excellent Good	Good	Good Fair	Fair	Fair Passing	Passing	Unsatis.
Matriculating	34	55	76	20	11	2	1	0
Non-Matriculating	6	5	4	9	10	1	2	0
Grad. SLC-B.A.	33	21	34	13	7	2	0	0
Grad. Other B.A.	0	5	5	9	5	0	0	0
Total	73	86	119	51	33	5	3	0

* Thirty-three different courses offered

CHART VII

DISTRIBUTION OF STUDENTS IN CENTER COURSES

Number of students registered in and who completed each course offered since the beginning of Continuing Education.

1960-61	From Jane Austen to James Joyce	3
	Western Philosophies of Civilization from Hobbes to Freud	3
1961-62	Renaissance Man	4
	European Literature	8
	American Literature	7
	Renaissance Art	4
1962-63	Romantic Poetry	11
	American Social Thought	16
	Development of Personality	11
	Greek Philosophy	12
	Comparative Community Analysis	10
Summer 1963	American Literature	8
1962-64	Finite Math	7
	The World of Henry Adams	12
	History of the House	8
	Studies in Renaissance	12
	Comparative Religion	12
	History of France	11
	Psychological Theories and Systems	11
1964-65	From Jane Austen to James Joyce	12
	Human Growth and Development	13
	American Life and Thought	12
	Russian and Comparative Literature	13
	Modern East Asia	6
	American Life and Thought Since the Civil War	10
	Human Growth and Development	11
Summer 1965	Eighteenth Century English Literature	6
1965-66	Sculpture	9
	Comparative Religion	16
	Studies in Renaissance Literature	12
	Sculpture	7
	Shakespeare and His Contemporaries	14
	The European Political Community in Historical Perspective	15